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CHILD

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Midcentury



White House Conference on Children and Youth

TO YOU, OUR CHILDREN

A citizens' conference charts a course toward
the future well-being of children and youth

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FIVE THOUSAND delegates to the Midcentury White House Conference on Children and Youth demonstrated that a conference can be a good way to give yourself and the country a great big hand on a great big problem.

No previous White House Conference on children had sought answers to so difficult a question: How can we develop in children the mental, emotional, and spiritual qualities essential to individual happiness and responsible citizenship, and what physical, emotional, and social conditions are necessary to this development? No earlier one had brought together so great a variety of citizen experience and background. None had such a low average age, for 400 of the delegates were under 21 years. Despite the toughness of the problem they faced, the wide disparity of age, experience, and points of view, and the number of conferees, this historic gathering in Washington, from December 3 to 7, set off a chain reaction that promises many things to many adults as well as children in the years ahead.

It may have been the solemnity of the moment that helped to make this conference the cohesive thing it was. The threat of war showed up in every session. Delegates shared with President Truman, who addressed them midway through the sessions, the consciousness that the immediate "serious crisis in world affairs overshadows all that we do." But that consciousness made even more urgent the need, as the President said, "to preserve the elements of our American way of life that are the basic source of our strength . . . We cannot insulate our children from the uncertainties of the world in which we live or from the impact

of the problems that confront us all," the President had said. "What we can do—and what we must do—is to equip them to meet these problems, to do their part in the total effort, and to build up those inner resources of character which are the main strength of the American people."

From the opening to the closing hours of the conference, there was an atmosphere of dedicatedness that comes only when every member feels personally responsible for the success of a meeting. "Postmen," remarked a tired but impressed doorman as he locked the door one midnight, "postmen have nothing on these people." From 9 o'clock in the morning to well after 10 o'clock at night, through 4½ days, the delegates were hard at work, sharing experience and knowledge, and searching confidently and persistently for common ground on which to build a platform for action.

Common ground was found, and a platform was built out of the thinking, convictions, and hopes of a people dedicated to the democratic way of building things. It was built by housewives and doctors; by teachers and farmers; by priests, rabbis, and ministers; by lumbermen and psychiatrists; by high-school seniors and social workers; by American Indian mothers, Negro college presidents, trade unionists, economists, and company presidents. No more truly American document on the subject of children and youth was ever issued in our country.

Based on a firm foundation

Much of the credit for the acuteness of thinking and comprehensiveness of concept of conference delib-

erations and actions must go to the 2 years of preparation which went before it.

During those 2 years, every State and Territory of the United States had a conference committee gathering facts, coalescing opinions, and projecting plans for the future. A thousand counties had similar committees. Over 100,000 citizens contributed to the work of these committees, and the report of the advisory council on State and local action was in the hands of every delegate before he arrived in Washington.

Similarly, 464 national organizations had been giving conference objectives close study, and the report on their activities and recommendations was one of the conferees' tools. Thirty-seven units of the Federal Government had pulled together a picture of their services for children. An advisory council on youth participation had stimulated participation of young people in State and local activities, helped in planning conference meetings, and mobilized the thinking of young people from across the country for the benefit of delegates.

Researchers and students from over 150 universities, foundations, clinics, and other centers, helped by a fact-finding staff at headquarters, had contributed to an ambitious survey of our present knowledge of what contributes to healthy personality development and how it can be achieved. The results of this fact finding was in the hands of delegates in advance of the Washington meeting. A chart book, showing in dramatic but simple style the basic statistical facts about the children of the United States, served as a fourth preconference document.

So, when conference doors were opened on the evening of December 3 for the first general session, it was a thoughtful and well-documented group of citizens that bowed its heads for the opening invocation.

Guiding and stimulating these preparatory activities for more than a year had been a national committee of 52 members, appointed by the President, with Federal Security Administrator Oscar R. Ewing as chairman; Dr. Leonard Mayo, Mrs. Eleanor Roosevelt, Dr. Benjamin Spock, and Dr. George D. Stoddard as four vice chairmen; and Katharine F. Lenroot, Chief of the Children's Bureau, as secretary. For a year and a half a small staff, working out of headquarters in Washington, had been assisting this committee and its advisory councils.

So intense was the interest in the forthcoming conference, it had long been clear that Washington's largest meeting place would be required to accommodate the number of citizens who wished to assemble for this historic event. For this reason, the National Guard Armory, Washington's largest meeting place, was engaged. The national committee worked out the basis for selection of delegates. Invitations from the President were extended largely on the basis of nominations by the four advisory councils to the conference. Invitations also went to all members of Congress, all Governors of States and Territories, and the Commissioners of the District of Columbia; to 300 conference speakers and leaders, and to the press. Close to 300 visitors from abroad attended sessions as observers.

Looking back on the enormous distances in the Armory, on the long lines at the improvised cafeteria where most delegates ate lunch and supper snacks so as not to miss any conference session, and the great

medley of meetings that took place morning, afternoon, and evening, one delegate decided that if she attends the 1960 White House Conference, she will come equipped with a motor-scooter, a picnic basket, and a hearing aid!

For spiritual guidance

In many ways delegates were given the chance to develop a feeling of group consciousness and group accomplishment. At general sessions, held at the start and close of each of the 3 days, distinguished leaders highlighted problems that the conferees should face up to in constructing their platform. (Elsewhere in this issue we excerpt remarks from those speeches.) One evening was taken over by the young delegates, whose report, "Each Is of Infinite Worth," was presented in dramatic form. Spokesmen for the other three advisory councils addressed the conference at another evening meeting. Each general session began with prayer offered by a clergyman.

To get a better close-up of the many facets of healthy personality development, delegates then divided up among 31 panel sessions. Fifteen were held simultaneously on the first full working day; 16, on the second. These information-giving sessions were conducted in various ways: some had principal speakers; some were round-table discussions; some were "buzz" sessions. To show how parent-child relationships, favorable or unfavorable, develop, a series of half-hour dramatic sketches, sponsored by the National Association for Mental Health, were played by the American Theatre Wing at two panel sessions. Delegates chose the panels they wished to attend.

But the real work of the confer-

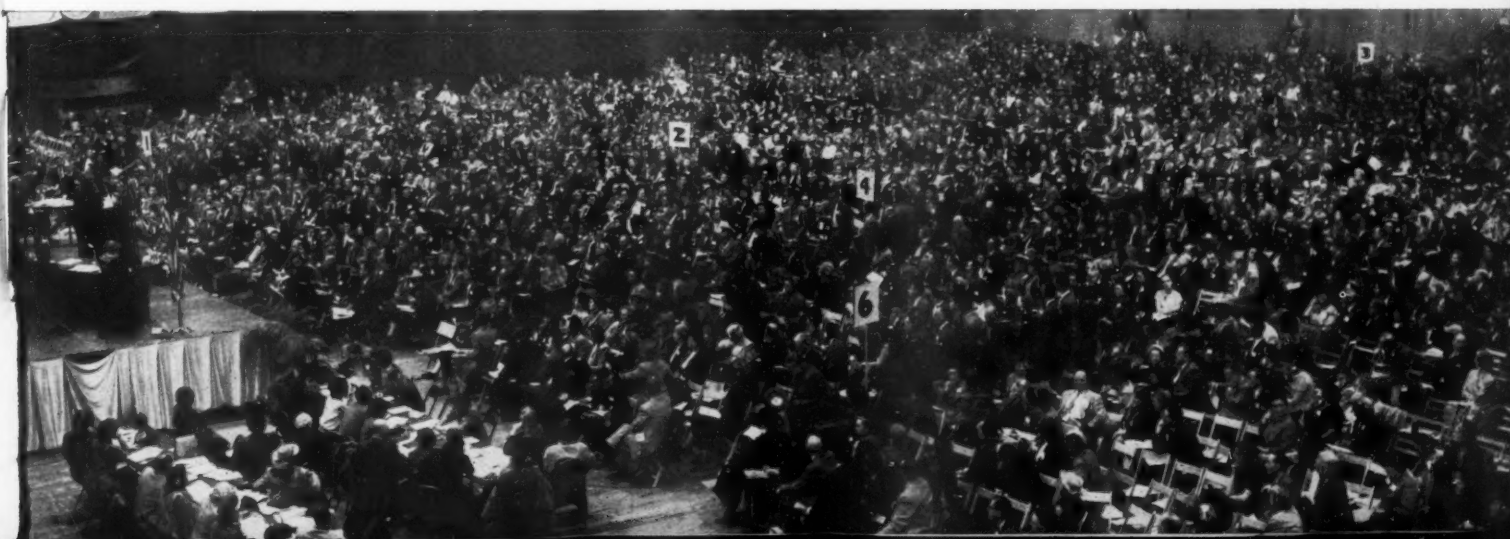
ence went on in 35 "work groups," organized in five broad sections: I, furthering healthy personality development in children and youth; II, Furthering healthy personality development through the family, the church, the school, and other social institutions; III, Making more positive the influence of religious, social, and economic forces on personality development; IV, Furthering the healthy personality development of children in special situations; and V, Mobilizing citizens for the improvement of conditions affecting the personality development of children and youth.

Work groups held three sessions, each of them lasting a half day. In accepting invitations to the conference, delegates had committed themselves to join one work group and stay with it throughout its sessions. Each delegate had indicated his first, second, and third choices of work groups; and, so far as the size of rooms permitted, first choices were respected by the conference planning committee which made work-group assignments.

Doctors of philosophy rubbed shoulders with college freshmen; city people with those from the country; housewives with top-notch educators; social workers with businessmen. Coming from all kinds of places, with all kinds of backgrounds, and ranging in age from 14 to—well, no one knows the age of the oldest delegate—members of each work group had one thing in common: a firm determination to find a basis for common agreement on some aspect of the great problem before the conference.

"Only a miracle," one foreign visitor, unused to American ways, apprehensively predicted, could make something emerge from such heterogeneous groups of people. But he was wrong. Each group, after ex-

After Nation-wide preparation sparked in 1946 by the National Commission on Children and Youth, the Midcentury Conference drew to Washington 5,000 citizens in the largest gathering on children's problems ever held in this country. Here is a general session.



ploring itself, knuckled down to its real business, and by the end of its third session had envolved a series of recommendations which became the ground plan for the platform later adopted by the whole conference. Work-group recommendations moved to the section leaders, who consolidated them into proposals which went to a conference recommendations committee. Working through most of the night, this committee was ready, on the morning of the last conference day, with a draft platform.

Right there, on the final day, democracy went into high gear. The program called for an hour and a half of discussion of the proposed platform. In the great American tradition of free speech, it seemed that everyone wanted to speak his piece. Microphones strategically placed around the hall gave delegates many chances to be heard. Votes were taken on issues on which there was sharp division, on rulings of the chairman with which delegates disagreed, on timing of debate. So intensely determined were the delegates to make this platform something that was their own, the scheduled afternoon program was canceled in favor of continued discussion of the platform from the floor. All day, it was an American "town meeting" in the best traditional form. By the close of the day, these 5,000 delegates had adopted a document, including a Pledge to Children, which represented their own group wisdom, not something that had been handed to them. "If this is democracy," an international observer commented, "I don't wonder you are proud of it and want to fight for it."

Possibly no two histories of the Midcentury White House Conference on Children and Youth will read quite the same, so infinitely varied were the impressions any one of the 5,000 delegates could take away with him. But running through them all are pretty sure to be a few common strands.

Democracy's great responsibility "to produce socially minded cooperative adults without sacrificing individuals—a more difficult task man has never faced before"—was inevitably a central concern of the conferees. In scores of ways, they explored the ingredients of a healthy personality, the interpersonal and social forces that work for and against its development, the kinds of help that children and youth have a right to expect from their families, schools, churches, and government if they are to have

a chance to grow in physical, mental, emotional, and social health.

All institutions and individuals touching the lives of children and youth, it was stressed over and over, share in the great task of creating an environment in which healthy personality has a chance to bloom. That calls for more and better-trained professional workers; workers who are trained not merely in their own specialty but also in an understanding of how the normal child grows in health; workers who are eternally conscious that they are dealing not just with the head, or body, or mind, or heart of a child but with his whole person.

Spotlight on parents

Major responsibility for nurturing this healthy personality, it was generally agreed, rests with parents. Recognizing this, most of the groups brought a large measure of sympathy and understanding to these central characters of the conference. "Experts are helping mothers too much," one delegate observed. "Mothers are not ready for all the psychology and psychiatry they're expected to practice on their children. We jump from one feeling to another and end up feeling completely inadequate." Against that warning was the assurance that came repeatedly: "If children know they are fundamentally liked, accepted, and believed in, they can stand the mistakes their parents inevitably make." "Don't keep the child in the oven or in a refrigerator," cautioned one delegate, "just keep him warm with affection and

understanding." One of the ways of helping parents who are already doing a good job to do a better one might be "well-family conferences," comparable to well-baby clinics. Journalists might help, too, a group said, by "publicizing parents who have made an exceptional success, instead of writing so much about problem children and broken homes." Still another group heard family allowances extolled as an aid in building family strength.

"In democracies youth face difficulties greater in some ways than in totalitarian states because freedom, plus insistence on personal responsibility, creates an element of conflict," one delegate reminded his group as they explored conflicts in personality development. A basic conflict noted by many groups was the one between theory and practice in interracial relations. "Prejudice and discrimination," said one speaker, "are contrary to the findings of scientific knowledge, inimical to the teachings of religion, and an obstacle to the working of a democracy." "The fact that people with prejudices seem to possess temporary gains from their prejudicial action," another delegate commented, "is overbalanced by the long-run loss to the community." So deeply did the youth delegates to the conference feel about making practice conform to principle that they chose to protect their members from any racial prejudices by living all together in barracks furnished by the Army. In a resolution which they submitted to the conference, their advisory council called on all

In the great hall outside the main auditorium, exhibits suggested graphically the activities of groups — governmental, international, and voluntary — working with children.



organizations connected with the conference to "take positive action to eliminate the cause of discrimination and to foster an aggressive program of civil rights."

War, and defenses against it, naturally were in the forefront of the thinking of many delegates, many work groups. "We must remember," cautioned one panel speaker, "that the most important security we can provide for our children and youth is the security against physical annihilation." At the same time, another group of delegates asked itself: "Are we going to be carried away with this heavy industrial and military need, and sell our children down the river?" Various work groups came up with specific suggestions on how to avoid this outcome. "The armed services," said one, "should use the individual according to his talents, background, and physical ability." "Our young adults should be encouraged to stay in school as long as possible until mobilization takes them away," was another suggestion. "We need more association and identification with men for the preadolescent boy," said another. "Maybe," said a speaker, "we should make strong efforts to keep mothers in the home, rearing their babies and young children," rather than enlist them for war work. One youth delegate capped the discussion on what effect mobilization has on youth by saying to her group: "It breaks up our homes, frightens us about the future; our plans are all messed up, it delays progress. . . But bet your boots, the young people—the teenagers—will work to make our coun-

try stand for the ideals which we have learned in a real democracy."

Prime emphasis was placed on spiritual values in the growth of a healthy personality throughout the discussions. The youth delegates placed it top on their list of essentials. "Spiritual values," the report of the advisory council on youth participation had said, "should influence every action of our life and have a day-by-day meaning." "Religion cannot be compartmentalized," one work group said. "It must be a pervasive influence extending over all of life and to all our youth." "Unless and until the criteria which religion provides for all races and conditions of men are commonly accepted, democracy itself cannot be on a firm foundation." Delegates referred to the "fact finding" materials which had been given them and which emphasized the pervasive importance of the ethical and moral affirmations of religion in developing sound values and a sense of security and well-being in children and their parents. While the vote on the final platform was strongly in favor of separation of church and State, particularly in public education, the function of the church in giving meaning to life, in helping to resolve the problems of youth, in serving as "liaison between God and man," was stressed again and again.

Many observations of specialists and of laymen on these vast and intricate problems of personality development may now have a sound of finality. Actually there was throughout all the sessions of the conference a very present sense of

the inadequacy of our knowledge of the way children do or should grow. Strong pleas for more research were heard from many speakers. At the same time, as one distinguished psychiatrist put it, "Though our knowledge is incomplete in most aspects of personality development, there is plenty of knowledge to do an infinitely better job than is being done today." "There is an art as well as a science of application," another expert pointed out. Theories that are insufficiently tested, research results that are inadequately collated, and psychological resistance to truth that "hurts" are three of the blocks to effective application.

Delegates spread word-of-mouth reports

In these short pages only a "tester" can be given of the flavor of a conference that ranged over many of the most fundamental questions facing this midcentury period, and that involved the participation of so many people. A much more complete summary of conference proceedings will be available by the end of April. But even more important than the official report which will be forthcoming are the personal ones which all of the 5,000 delegates are spreading right now in their own communities and through their many organizational associations. The group spirit which fired the Washington conference cannot help but light the way to a deeper understanding, a broader kinship, and a higher resolve among all who cherish and serve children and youth in the decade ahead.

This typical information panel is studying how prejudice and discrimination affect personality. Thirty-one panels met during the conference.



A welfare worker from Madras, India, meets two youth delegates. She is one of the 292 international observers, from 41 countries.



WHAT THE CONFERENCE RECOMMENDS

Believing in the primacy of spiritual values, democratic practice, and the dignity and worth of every human being, and recognizing that these are essential to individual happiness and responsible citizenship, we have come together to inquire—

How the necessary mental, emotional, and spiritual qualities may be developed in children, and

How the physical, economic, and social conditions favorable to such development may be assured.

And having found that children require for their fullest development—

Regard for their individual worth and sensitive respect for their feelings from all who touch their lives;

Loving care and guidance from mothers and fathers, who have

a sense of the privilege and responsibility which parenthood involves, and who have confidence in their own capacity to to rear a child;

A secure home that is free from want and dread of want, and provides all family members with a satisfying physical, aesthetic, social, and spiritual environment;

A community whose citizens are dedicated to establishing the values and practices that make life meaningful and abundant for children of all colors, creeds, and customs, and to cooperating in an endeavor to express these values and practices in daily living;

Full access to health, educational, recreational, social, and religious services and programs, directed toward the well-being of all they serve;

Concern on the part of all citizens for all children;

Devotion to the pursuit of knowledge and the wide application of that which is known.

If they are to grow in—

Trust in themselves and others;

Independence and initiative coupled with a true sense of being related to others;

Satisfaction in bringing individual and shared tasks to completion;

A sense of personal destiny of the responsible roles they will eventually play as parents, workers, citizens;

The capacity for the love that underlies the family and that ideally comes to embrace all mankind;

Creativity that brings into being new life, new relationships, new values, and new things of beauty and usefulness, and cherishes them for their worth;

Integrity that sees each life as personally meaningful within the period of history in which it is lived, and in relation to enduring values.

We therefore recommend with respect to—

1 Furthering healthy personality development generally in children and youth

1 That research on child development and adjustment be expanded and that such research include longitudinal studies in relations and factors that affect behavior and adjustment, so that a continuing understanding of infants, children, and youth and a sound basis for practice will be provided; that public and private agencies give support to extending research pertaining to healthy personality with attention to the synthesis, interpretation, and dissemination of the findings.

2 That greater emphasis be placed by the various professions on utilizing methods and seeking new means of bringing the parents into thinking and planning with and for their children.

3 That education for parenthood be made available to all through educational, health, recreation, re-

ligious, and welfare agencies maintaining professional standards and staffed by properly qualified individuals.

4 That specialists and agencies take every opportunity to foster and increase parents' feelings of satisfaction and self-confidence in their ability for child rearing; that material concerning the growth and development of children be made as reassuring and nontechnical as possible, and that false standards of perfection not be held up.

5 That elementary, secondary, college, and community education include such appropriate experiences and studies of childhood and family life as will help young people to achieve the maturity essential to the role of parenthood.

6 That there be further study of the underlying causes of broken homes and the increase in divorce.

7 That children be provided with opportunities that are wide in range and challenging in nature, emphasizing exploration, participation, and social experience in an environment that is rich and stimulating; and that expectations of achievement be in harmony with each child's ability and growth.

8 That all professions dealing with children be given, as an integral part of their preparation, a common core of experiences dealing with fundamental concepts of human behavior, including the need to consider the total person as well as any specific disorder; the interrelationship of physical, mental, social, religious, and cultural forces; the importance of interpersonal relationships; the role of self-understanding; and emphasis on the positive recognition and production of healthy personalities and the treatment of variations; and that lay people be oriented through formal or informal education to an understanding of the importance of the foregoing concepts.

9 That steps be taken at National, State, and local levels to improve

the facilities and increase the output of professional schools preparing persons for services to children.

10 That more energetic efforts be made by both public and private organizations for support of selective recruitment and training of professional workers and for an extensive program of scholarships.

11 That professional workers be trained in such a way that they will understand and respect other professional skills and contributors so that they may work together to further community growth. Some of the ways this might be achieved are:

a In all levels of undergraduate education, students should receive broad preparation in the knowl-

edge of human growth, behavior, and motivation which ought to be common knowledge for all students. This would also serve as a background for professional education.

b In schools preparing for professional work, there should be included in the curriculum through both the classroom and field experience opportunities for cooperative work on problems common to all professional interests, including study in human growth and change and in family counseling.

c The practicing professional worker should further his training by seeking, utilizing, and promoting opportunities to relate to and participate with other pro-

fessional and citizens' groups in resolving problems of the individual and the community.

d Orientation programs should be planned for all professional persons and interprofessional groups in the community.

12 That ways and means be found for the formal and informal in-service education of professional people and that information on promising practices be widely disseminated.

13 That an inquiring attitude be maintained toward all services, with appropriate provision at all levels for continuous scientific study of needs, objectives, alternative methods, and effectiveness of programs.

2 Furthering healthy personality development through the family, the church, the school, and other social institutions

14 That prompt action be taken at the national level to provide funds supplementing those of States and localities for the early development of adequate local health service throughout the country, such action being particularly needed because of the physical and mental effects of mobilization and war on mothers, children, and youth.

15 That all States establish standards for the hospital care of mothers and children, in order to assure the quality of care which modern science knows how to give; and that these standards take into account the importance of avoiding unnecessary distress and anxiety.

16 That further Federal aid be provided to the States for educational services, in tax-supported public schools, without Federal control, to help equalize educational opportunity; the issue of auxiliary services to be considered on its merits in separate legislation.

17 That racial segregation in education be abolished.

18 That it be made possible for qualified youth to obtain college or university education which would otherwise be denied them because of inability to pay.

19 That as a desirable supplement to home life, nursery schools and kindergartens, provided they meet high professional standards, be included as a part of public edu-

cational opportunity for children.

20 That school lunches be provided and that children unable to pay for their lunches be furnished them free, without being differentiated from the children who pay.

21 That local boards of education accept full responsibility for planning and providing adequate educational programs and services, including special services, to meet the needs of children with physical and mental limitations, and that State departments of education accept responsibility for leadership service in realizing this objective.

22 That guidance and counseling services in schools, employment offices, and youth-serving agencies be strengthened and extended, and that such services take into account emotional factors involved in vocational adjustment and aptitudes for specific jobs.

23 That, recognizing that knowledge and understanding of religious and ethical concepts are essential to the development of spiritual values, and that nothing is of greater importance to the moral and spiritual health of our Nation than the work of religious education in our homes and families, and in our institutions of organized religion, we nevertheless strongly affirm the principle of separation of church and State which has been the keystone of our American democracy, and de-

clare ourselves unalterably opposed to the use of the public schools, directly or indirectly, for religious educational purposes.

24 That the churches of various faiths coordinate, strengthen, and expand their religious services and activities with particular respect to rural areas and areas of special economic need.

25 That youth have an equal chance with adults to participate in planning and carrying out recreational activities, and that as a practical aid to such planning, States be encouraged to establish official State recreation agencies to provide counseling, information, and assistance to communities, particularly small towns and rural areas.

26 That more emphasis be put on the effects of recreational and creative activities on the personality of the individual, and that in all neighborhoods where children and youth reside, recreation centers be provided under professional and voluntary supervision.

27 That, as an aid to the economic stability of children and their mothers, the Old Age and Survivors Insurance program be further extended to cover workers not presently included, and benefits made more adequate; and that similar improvements be made in State unemployment insurance laws.

28 That Federal grants to States for public assistance be varied with the financial ability of the States but made sufficient to protect children's personalities from the ill effects of inadequate income.

29 That restrictive eligibility provisions be eliminated from public

assistance programs so as to provide assistance to all children in need.

30 That there be a comprehensive study of the present body of law relating to children and families and the methods implementing such laws; the study to include laws that impede the progress of Indians in fields of social and cultural advantage.

31 That law schools include courses on family law and the relation of the law to other professions, and that schools of social work include courses on the law and its philosophy.

32 That, in accordance with State-wide standards, courts of superior jurisdiction, having judges qualified in the law and with an understanding of social and psychological factors, and having qualified probation staff and auxiliary personnel, be available for all cases of children with problems that require court action in rural and urban areas.

33 That standards be developed for juvenile services in police departments.

34 That the preventive and treatment functions of social agencies, police, courts, institutions, and after-care agencies be coordinated

so as to insure continuity of service.

35 That States and other appropriate public bodies establish and enforce standards covering the employment of youth in all occupations, such standards to include minimum age and wages, as well as hours of work, night work, protection from hazardous occupations, and provisions for workmen's compensation; and that, under these conditions, employers, in cooperation with labor, be urged to provide appropriate work experience for youth on a part-time basis.

36 That one department in each State government, whether it be welfare, health, or education, working in close conjunction with the other departments concerned, set up all-inclusive minimum standards for all day-care centers, nursery schools, and kindergartens.

37 That appropriate public bodies establish minimum standards for licensing or authorization with respect to plant, program, and staff, for all child-care and preschool groups.

38 That a continuous program of education regarding the role of social service in adoption be carried on for the general public and for

the professions involved, to the end that effective safeguards be achieved for the protection of the adopted child, his natural parents, and his adoptive parents; that existing legislation be strengthened and, if need be, new legislation enacted to assure such protection; and that qualified adoption agencies, local and State-wide, voluntary and public, be strengthened and developed to further assure such protection.

39 That appropriate public bodies set minimum standards for agencies and institutions providing foster care for children, whether foster day care or full-time care, and provide for authorization or licensing and supervision to maintain those standards.

40 That all programs for children and youth with handicaps be expanded to provide for physical, mental, emotional, and occupational needs.

41 That children of migrant and seasonal workers be given all the protections and services available to other children, with special regard to transportation, housing, sanitation, health and educational services, social benefits, and protection under labor laws.

3 Furthering healthy personality development in relation to the influence of certain social and economic forces

42 That all groups concerned develop and maintain programs for protecting the healthy personality of children living under the stress of defense preparation.

43 That the sacrifices demanded in the present emergency be shared by all individuals and groups in the population and that the services of men with physical and other disabilities be utilized in some capacity without the use of categories such as 4-F.

44 That more and better educational and recreational opportunities be made available for young adults in civilian and military life.

45 That schools, labor, industry, and other community agencies and the military services improve and expand their personnel, evaluation, placement, vocational-guidance and counseling activities to serve the interests of young people and to promote the over-all develop-

ment and efficient utilization of our human resources.

46 That adequate allowances be provided for wives and children of servicemen.

47 That the participation of children and youth in community activities during times of stress be in accordance with their stage of development and designed to minimize their anxieties.

48 That governmental and voluntary agencies work to meet the needs of the wives and children of personnel in the armed forces moving to new communities, in order to insure their absorption into community life and to provide adequate housing, health, educational, recreational, and spiritual services to meet their needs.

49 That specific efforts be made to bring lower-income groups up to a higher-income level and to in-

crease their real income by providing a greater variety of community services; such expansion of services to include children in all the States and Territories and the District of Columbia.

50 That there be authoritative exploration of methods of improving the economic situation of children in families with inadequate incomes, with particular attention to family allowances, tax exemptions for children, and expenses of working mothers.

51 That the full program recommended by the President's Commission on Civil Rights be supported because it represents our faith in and practice of democracy, and further, that prompt steps be taken to eliminate all types of racial and religious segregation, and that this conference through its most appropriate channels appeal immediately to the Federal Government to abolish segregation in the Nation's capital, making Washington an example to the world of a truly working democracy without discriminatory practice on the basis of race, creed, color, or national origin.

52 That to insure the welfare of all children the following specific

measures be taken to provide a well-rounded comprehensive housing and community-development program:

- a Maximum emphasis should be placed on maintaining standards adequate for health, comfort, and decency in both private and public housing.
- b The construction of 810,000 low-rent public housing units should proceed at full speed in order to provide much-needed housing for low-income families now living in slums.
- c A cooperative housing program should be developed, specifically geared to meet the needs of middle-income families who are ineligible for public housing.
- d Our national housing program should meet the requirements of families, not only in every income

group, but also in every type of community, rural and urban, and of every size from the largest to the smallest.

- e The slum clearance and urban development and redevelopment program, now getting under way with Federal assistance, should be supported as an integral part of over-all community planning.
 - f Adequate housing for families of defense workers of middle and lower income should be regarded as an essential criterion in providing defense housing facilities in a period of mobilization.
- 53 That development of new housing facilities give special attention to health, recreation, and social needs; and, to the extent that private industry does not provide suitable housing for low-income

families, such housing continue to be developed by governmental agencies.

54 That, in view of television's unprecedented growth and its potential as a medium for mass education, the television industry and all educational, health, and social agencies seeking to use this medium accept their great social responsibility, and further, that this principle apply also to the other media of mass communication.

55 That the Federal Communications Commission reserve television channels for noncommercial educational television stations so that some part of the limited number of frequencies to be allocated by the Commission may be reserved for educational uses and purposes which contribute to healthy personality development.

4 Furthering healthy personality by mobilizing citizens for the improvement of conditions affecting children and youth

56 That community groups and community leaders reexamine their attitudes and procedures in the light of this conference, and make appropriate adaptations and changes.

57 That in order to insure proper assessment, creative planning, and appropriate action with respect to meeting the needs of children and youth communities undertake the following tasks on a continuing basis:

- a Developing broad community interests.
- b Obtaining the broadest possible community sponsorship.
- c Obtaining, where necessary, technical assistance in planning and carrying out the program.
- d Initiating or organizing studies and gathering facts that are focused on specific problems according to priorities.
- e Interpreting the facts, and informing the community as to their significance.

And that since goals and methods are closely intertwined, in undertaking these tasks the methods used be based on the following principles:

- a People as individuals and as groups should be helped to help themselves; professional workers should find their role in giving

this kind of help.

- b Differences and stresses that may be present should be recognized and utilized positively.
- c Broad-based participation of all groups without discrimination as to age, sex, race, creed, national origin, or economic level should be developed.
- d Fact finding should be used as a part of a total educational process.
- e Channels of communication between individuals and groups should be provided for the purpose not only of furthering common social objectives but also of improving relations between groups.
- f Since the community is served by both public and private agencies, which have a common concern for meeting the needs of children and youth, the endeavors of both should be utilized in planning, assessment, and financing.

58 That the citizens of every community accept responsibility for providing and maintaining adequate programs and facilities with professional personnel for education, health, and social services, and that, in the development of such programs, full and appropriate use be made of all voluntary and public resources.

59 That participation in planning in the community begin in the schools and in other institutions, in order that children, youth, and adults learn the importance of voluntary participation and responsibility for community leadership.

60 That all interested groups work in partnership to recruit, train, and use volunteer leaders for community programs, with special attention to using young people in appropriate ways.

61 That, since citizen participation is essential for effective community services for children and youth, citizen advisory boards and similar groups representative of the community, when not already provided, be established for public as well as private services, and that every effort be made to enable and secure participation by a cross section of the citizenry; and further that educational institutions and other groups emphasize the importance of participation by volunteers as a basic factor in citizen responsibility.

62 That communities foster cooperative community bodies representative of all community interests to study and advance better conditions and opportunities for young workers.

63 That citizens be encouraged to support adequate appropriations and qualified staff to administer and enforce basic legislative standards of States and Territories and other appropriate public bodies, covering the employment of youth.

64 That, recognizing that youth has rights and responsibilities for better community living, progressive opportunities be provided for young people to participate vitally in community activities and planning in order that they may have early preparation and experience for leadership and community service; and further, that the professional workers accept their responsibilities to stimulate the community to see that these opportunities are provided for youth.

65 That youth representatives be placed on community boards of various agencies, in order that they may participate in the planning, developmental, and operational phases of the total community programs.

66 That, in recognition of the importance of cooperative work in behalf of children and youth among the governments and peoples of the world, full support be given to voluntary efforts and governmental programs of an international nature.

67 That immediate, vigorous, and continuing work be undertaken to provide for the organization and financing of National, State, and local programs which would put these recommendations into action.

RESOLUTION ON FOLLOW-UP PROGRAM

Whereas the President of the United States, who called this Midcentury White House Conference, has stated that "ways to help our children and young people become mentally and morally stronger" and develop into the "self-reliant individuals" that are the strength of our democracy, are "essential for the progress of mankind" and the preservation of "our own liberty as a Nation," and

Whereas the President has stated that "in the days ahead—we will have to make special efforts to see that children get a fair chance at the right start in life" and has asked this conference to proceed immediately toward such goals, and

Whereas over 100,000 citizens in all States and Territories have studied ways of improving the well-being of children in their own communities, and

Whereas this White House Conference has so dramatically demonstrated the pressing need for the better application of that which we know and that which we assume to be good as well as the importance of filling by further research the wide gaps in our knowledge of human and social behavior, and

Whereas the follow-up on the recommendations and implications of the findings of the Midcentury White House Conference depend upon the fullest partnership of voluntary and official effort, and

Whereas this White House Conference has demonstrated the need for more effective communication between the National, State, and local levels, and

Whereas there is need to establish a continuity of effort in follow-up, and

Whereas the National Committee of the White House Conference, its advisory councils, and delegates attending the December meetings have recommended that machinery be authorized to implement follow-up:

Be it resolved that this conference recommends approval of the following principles in effecting appropriate action in follow-up.

1 That the chief operating groups upon which the responsibility for follow-up should fall will be existing organizations — National, State, and local.

2 That the chief purposes of the follow-up effort should be to disseminate the findings of the conference, stimulate action on its recommendations, and promote research designed to fill the gaps in knowledge which the conference has brought to light.

3 That the participation of youth and the interdisciplinary approach demonstrated in this conference should be maintained and further developed.

4 That a national committee should be formed as an advisory and consultative group. Such a committee should work through all the groups which have a primary concern for the well-being of the Nation's children and youth. It should be made up of individual citizens asked to serve in their own right rather than as representatives of organizations or interests and determine its own methods of financing.

5 That provision for continuity should be implemented by—

a Including on this new committee five selected members from each of the present advisory councils wishing to participate in follow-up, members from the presently organized national committee, and members at large, and

b Providing for State and local follow-up organization.

6 That ongoing activities should be effected by this national committee through an advisory council for participation of national organizations and an advisory council for State and local action and through such technical committees as may be indicated, and that the committee should provide for appropriate cooperation with governmental groups at all levels.

7 That the national committee here proposed should of necessity be allowed discretion, within the framework of the purposes here set forth, to make such changes as will assure the attainment of the conference objectives.

8 That authority for setting up this follow-up program should be given to the National Committee of the Midcentury White House Conference.

CONSENSUS

Recognizing that this is a time of crisis posing the very issue of survival, and desiring to summarize the aspirations embodied in the recommendations and to declare the spirit in which the recommendations will be interpreted and followed, the conference adopted the following statements as representing a consensus of the group and an expression of its unity of purpose:

1 The full development of the whole child is the basic philosophy and ultimate aim of all recommendations.

2 All services, programs, and facilities for children and young people should be provided without discrimination as to race, creed, color or national origin.

3 Continuing emphasis on research and its application is essential.

4 Qualified personnel is needed in sufficient number to staff services and programs for children and youth.

5 Youth should be included as full participants in all appropriate community activities.

6 Effective partnership between voluntary and governmental agencies is needed in the furtherance of this program.

7 Effective teamwork by the professions is essential to development of healthy personality.

8 Full participation of all citizens is necessary in providing and sustaining all programs and services recommended by this conference.



IN PARTNERSHIP WITH YOUTH

MARGERY CUNNINGHAM, Assistant Director of Communications,
Midcentury White House Conference on Children and Youth

NOT LONG before the December meetings of the Midcentury White House Conference on Children and Youth, a Washington high-school girl who had been active in the preparatory work asked Katharine F. Lenroot, Chief of the Children's Bureau, "Why weren't young people permitted to join in any of the earlier White House Conferences?"

"I guess because the adults weren't smart enough to think of it," Miss Lenroot answered.

Given the opportunity to participate, the teen-agers reveled in it. In the preconference period, many worked actively with State, county, and local committees, and in their own organizations, helping to make the surveys on which the conference would base some of their discussions.

The 75 young people who made up the advisory council on youth participation came to Washington in a body twice during the year before the meetings, to exchange ideas on the conference work they were doing back home and to plan how they could take part most usefully in the December meetings and in the follow-up.

At the second of these meetings they attacked a problem that wasn't on their agenda but that was bothering many of them so

much that they felt they must do something about it right away. And so they passed a resolution deploring the racial prejudice and discrimination that they saw in their various home communities.

Then, arming themselves with the only weapon available to them at the moment, they decided that when they came to Washington for the conference they would stay away from establishments that would not accept all of them.

They returned to Washington in December, 500 strong, and at panels and work groups they were centers of interest as they sought their chances—side by side with adults with national reputation—to ask questions, to report their conclusions, and to take issue when they didn't agree.

Youth speaks up

The youth delegates contributed something to every subject, but they seemed particularly vocal on community organization and planning.

If these boys and girls are typical, then the youngsters in our American communities want to work with adults and are doing so wherever they get the chance.

At the conference they decried the tendency they see in adults to give only lip service to the idea of

youth participation in community affairs. One young delegate from Georgia told his work group that "older people ask for our opinions when they are planning something that concerns us, such as recreation projects, and then do not pay any attention to our opinions when they get them." In a discussion of causes of conflict between youth and adults, a Virginia student said that too often adult boards and groups pick out "safe" young people, for fake participation, instead of letting youth elect their own choices.

Both youth and adults benefit

Toward the end of the conference all the young delegates got together to evaluate their experiences and to plan follow-up action. As a group, these boys and girls felt they had benefited through hearing how adults feel about youth problems; through learning to work with adults, getting actual experience; through the general knowledge they gained; and through the chance to hear of proposed solutions to problems they know exist in their own communities. In turn, they felt they had contributed by giving adults their own viewpoint on youth problems, and by calling adults' attention to further ones.

As for follow-up action, the young people voted to meet once more to evaluate progress; and they urged that youth members be included on follow-up committees at all levels, from national to local.

The young people passed a resolution registering their concern about the spiritual welfare of children and youth, and asking the conference "to state clearly its faith in the fundamental principles upon which American democracy is based and to confirm our faith in the authority of a Supreme Being, in the innate dignity of all men, and in the application of this faith to all areas of life."

They did not put it into the record in so many words; but as to their own faith in American democracy and in their individual and collective futures there is no doubt.

"When we come back in 1960 as adults . . ." they said to each other, and to 1950's grown-ups. Time after time they prefaced remarks with, "by the time of the next White House Conference . . ."

Clearly, they expect to be active in 1960 projects in behalf of our children and youth. And they have no doubt that they will be well-adjusted, contributing citizens of a democratic Nation and of a world which is a better one for all.

AND WE QUOTE—



HARRY S. TRUMAN

President of the United States

"Our teachers — and all others who deal with our young people— should place uppermost the need for making our young people understand our free institutions and the values on which they rest. We must fight against the moral cynicism—the materialistic view of life — on which communism feeds. We must teach the objectives that lie behind our institutions, and the duty of all our citizens to make those institutions work more perfectly. Nothing is more important than this. And nothing this conference can do will have a greater effect on the world struggle against communism than spelling out the ways in which our young people can better understand our democratic institutions, and why we must fight, when necessary, to defend them."



GEN. CARLOS P. ROMULO

Secretary for Foreign Affairs, the Republic of the Philippines

"If the Charter of the United Nations were faithfully complied with, this and succeeding generations would be saved from the scourge of war. Fundamental human rights, the dignity and worth of the human person, and the equal rights of men and women as well as of nations large and small would be secure.

A rule of law based on reason and equity would be maintained. Social progress and better standards of life would be attained in a context of larger freedom. . .

"That is the kind of world to which the children of today are entitled. It is the kind of world which we are trying to build for them through the United Nations."



OSCAR R. EWING

Federal Security Administrator

Chairman, Midcentury White House Conference on Children and Youth

"The theme of our conference is simple, yet far-reaching: How to provide each child with a fair chance to achieve a healthy personality. Our purpose is to consider what we need to do in order to develop in children the mental, emotional, and spiritual qualities essential to individual happiness and responsible citizenship; and how the physical, economic, and social conditions of our society affect this great goal.

"We aim to further the development of a healthy personality through the contributions of family life, the church, the school, health services, social services, vocational guidance, and placement services. We are exploring, at the same time, economic forces; working conditions; leisure time; and the influence of the law, the courts, and the protective services.

"We have to explore the spiritual values of our people and our society; the effect of conflicting standards; the influence of the neighborhood; the effect of family income; the significance of artistic expression; the impact of the mass media of communications, such as the press, radio, television, movies, and the like; and the effect of mobilization and possible war.

"We aim to further healthy per-

sonality development of children in special situations—children in families with inadequate income; children with part-time parents; children on the move; children with severe mental and physical limitations; children with serious emotional disorders; and children who rebel.

"We aim, finally, to determine how a community can assess what needs to be done in planning creatively for young people; how the energies of business, labor, civic, and other special groups may be enlisted in meeting the needs of children; how democratic leadership functions in such community planning and action; and how best to implement the recommendations and findings that come out of this conference."



ALLISON DAVIS

Professor of Education, University of Chicago

"Teachers misunderstand and resent the slum child's fighting, just as they do his cursing, his so-called precocious sexual behavior, and his dialect. In lower-class families, however, the parents themselves have taught their children to fight not only children of either sex but also adults who 'make trouble' for them. If the child or adolescent cannot whip a grown opponent, the mother or father will join the fight. In such lower-class groups, an adolescent boy who does not try to be a good fighter will not receive the approval of the father, nor will he be acceptable to any play group or gang. The result of these cultural sanctions is that he learns to fight and to admire fighters. The conception that aggression and hostility are neurotic or maladaptive symptoms of a chronically frustrated adolescent is an ethnocentric view of middle-class psychiatrists. In lower-class families, physical aggression is as much a normal, socially approved, and socially inculcated type of behavior as it is in frontier communities."



DR. MARGARET MEAD

Associate Curator of Ethnology, American Museum of Natural History

"American children are growing up within the most rapidly changing culture of which we have any record in the world, within a culture where for several generations, each generation's experience has differed sharply from the last, and in which the experience of the youngest child in a large family will be extraordinarily different from that of the first-born. Mothers cannot look back to the experience of their mothers, nor even to that of their older sisters; young husbands and fathers have no guides to the behavior which they are assuming today. So long standing and so rapid have been these processes of change that expectation of change and anxiety about change have been built into our character as a people. Our homes have become launching platforms from which our children set out on uncharted seas, and we have become correspondingly more anxious that they should be perfectly equipped before they go."



LEONARD W. MAYO

Director, Association for the Aid of Crippled Children

"If we are to make substantial advances in application in the next decade we must work consciously and assiduously to develop the following:

"1. A scientific attitude of mind; not an ordinary open mind, but a searching one; not just an inquiring mind, but a mind and a heart

that have what Einstein has called "a passion for comprehension"; a mind that does not reject simply because it does not know, which does not let bias rule, nor allow insistence on one point of view to have sway.

"2. A far better synthesis of available knowledge than we have at present; and a better collation of the results of current research in both the physical and social sciences

"3. The recognition that there is an art as well as a science of application . . .

"4. An identification and cultivation of the channels through which knowledge must be disseminated and applied . . .

"5. Intelligent team work. . .

"6. We need foundations and universities which will recognize that we have now reached the place where demonstration and experimentation in the spirit of, and with the methods of, research are needed at the point of application quite as much as pure research is needed in the acquiring of new knowledge."



DR. BENJAMIN SPOCK

Co-Director, Rochester Child Health Institute, Rochester, Minn.

" . . . Though our knowledge is incomplete in most aspects of personality development, there is plenty of knowledge to do an infinitely better job than is being done today. The most obvious and immediate needs, to my mind, are to provide more and earlier help for emotionally neglected children and to improve our schools. I think the most fundamental question is: Why are so many parents unable to enjoy their children? We know what some of the causes are in individuals and that individual psychotherapy can be effective in certain cases. But we have not studied the problem from a broad public-health point of view and we have not begun to think of broad solutions. One of the investigations will be to see what educational methods, from nursery school through college, can do to keep alive the delight in children

which is usually present in childhood, and to bring the boy and girl to adulthood with the feeling that there is no more important, honorable, and soul-satisfying job than having and caring for children."



KATHARINE F. LENROOT

Chief, Children's Bureau

Secretary, Midcentury White House Conference on Children and Youth

"White House Conferences have seen their tasks as beginning—not ending—with a closing session in Washington. This conference has a more adequate basis for follow-up than any previous conference, because it has involved so many citizens in preparatory work and because it surpasses all others in the number and representative character of its membership. The plan for follow-up adopted today should enlist the continuing activity of all who have contributed to the success of this gathering. Its influence should result in action affecting all of our children and young people, wherever and under whatever circumstances they live.

"The conference will so affect their lives if every person who has had the privilege of participation in it will hold himself or herself personally responsible for a vital share in follow-up work. The conference findings and recommendations, if they are to be made effective, require renewed emphasis on the privileges and obligations of parenthood; review of the focus and methods of scientific research; reorientation of professional education and professional service in many fields; examination of the ways in which our services are organized; review of the distribution of functions among the different agencies and the manner of their coordination between public and private agencies; more comprehensive and representative community planning; increased financial provision for public and private services; and above all, more effective means of citizen action."

A CONFERENCE WITH A FUTURE

MELVIN A. GLASSER, Executive Director, Midcentury White House Conference on Children and Youth

HERE'S one conference, wrote an astute newspaper reporter to her paper, that "came in with its sleeves rolled up and went out with them rolled up higher."

Already, reports of follow-up plans and activities suggest that delegates to the Midcentury White House Conference, together with the folk back home who shared in the 2 years of preparation for the conference, have rolled their sleeves well above their elbows!

"Little White House Conferences" are in the making in many States. Kansas has already had one, at the annual meeting of the State Council for Children and Youth, in December. The Connecticut Commission on Children and Youth also met that month to launch its post-conference action. Idaho is working up four regional meetings for 1951. Indiana is bringing together 1,000 conference workers from all over the State for a thorough review of conference recommendations. Maryland has launched three regional meetings, with 28 delegates from each county — half of them young people.

These are just samples of what may be expected to happen in many States in the coming months. Stimulating this activity will be the advisory council on State and local action. State chairmen reported that at least half the State committees have funds in hand with which to get started on follow-up activities, and two-thirds have specific plans on what they want to do next.

National organizations, too, have moved ahead. Immediately after the conference, Salvation Army delegates got together to ask themselves which of the conference recommendations applied especially to the work of their organization. They came up with a sizable list of projects on which they might profitably put special emphasis. One of the things they plan to do, for instance, is to reexamine their training programs to see if they give enough attention to instruction in child growth and development and in family counseling. The General Federation of Women's Clubs is launching a Nation-wide community improvement contest, to "Build Freedom With Youth." Through this contest, the 14,500 member clubs will be encouraged to develop, in partnership with young people,

cooperative community improvement activities, such as recreation projects, vocational-guidance programs, better-citizenship activities. This enterprise was publicly launched in Washington in mid-January. The American Legion's Child Welfare Conferences, and also the American Public Welfare Association, will feature the White House Conference at regional meetings.

National associations active in follow-up

Professional as well as lay groups intend to turn the White House Conference experience to good account through their national organizations. The American Home Economics Association began its follow-up work with a 2-day meeting immediately after the conference, when 135 of its members agreed that the association should urge all-out support for the conference recommendations. Its members hope, too, to make homemaking teaching and programs more "family centered," and to stimulate more research relating homemaking to child development. The Association for Supervision and Curriculum Development, National Education Association, is giving major consideration to the White House Conference findings and recommendations at its annual meeting in February. In March the directors of nursing in State departments of health at their biennial meeting with the Public Health Service and the Children's Bureau will consider the implications of the White House Conference for nursing.

Again, these are only early flashes on the way national organizations intend to push ahead. The advisory council on the participation of national organizations "favors a united forward movement to reap the harvest that this conference will produce," reported its chairman, Robert E. Bondy, Director of the National Social Welfare Assembly, at the conference. As evidence of its interest and good faith, this council, with 464 member organizations, voted at its last meeting before the conference to continue as an advisory body after the conference, and to convene again in a year to report on results of follow-up activities. In addition, member organizations agreed to do whatever they can to make the conference findings and

recommendations widely known.

Federal agencies that had helped in conference preparations through an advisory council on Federal participation are already spreading news about the conference. Through the Department of Agriculture, State and county extension workers and young people cooperating in extension programs held a 6-day postconference meeting to decide what special significance conference recommendations have for boys and girls in rural areas. Regional medical and child-welfare representatives of the Children's Bureau, the Bureau of Public Assistance, and the Office of Education, are discussing how they can best cooperate in the ongoing projects.

Tying all these activities and interests together will be the national committee, as planned by the final plenary session of the conference. This committee will have some 40 members, including 5 representatives from each of three of the advisory councils and a number from the conference national committee; and the remainder are to be chosen at large. State and local action representatives have already been elected. The Federal Government will continue its cooperation through the Interdepartmental Committee on Children and Youth.

On the evening after the conference, the national committee met to discharge its responsibility on follow-up. It authorized its executive director to turn over to the follow-up committee, after bills are paid, whatever funds there were — and there are funds with which to get started. It approved the appointment of a small staff for the interim period. The national committee is now being organized.

New participants welcome

With these fine beginnings, the real work of the conference gets under way across the Nation, with a spirit and high resolve that promise much for our 53 million children. Citizens who were not a part of the preparatory stage or of the conference meetings but who would like to share in this, its third and most challenging stage, are urged to write to their State White House Conference committees or the Midcentury White House Conference, Federal Security Building, Washington, D.C.

PLEDGE TO CHILDREN

TO YOU, our children, who hold within you our most cherished hopes, we the members of the Midcentury White House Conference on Children and Youth, relying on your full response, make this pledge:

From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.

We will recognize your worth as a person and we will help you to strengthen your sense of belonging.

We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.

We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.

We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.

We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.

We will illustrate by precept and example the value of integrity and the importance of moral courage.

We will encourage you always to seek the truth.

We will provide you with all opportunities possible to develop your own faith in God.

We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.

We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

As you grow from child to youth to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth.

SO MAY YOU grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.

Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice, and mutual respect.



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Our readers are asking—

about Midcentury Conference materials—which ones can be had now, and how soon others will be available.

As we go to press, this is the situation:

The Chart Book is for sale now, at \$1 a copy. It offers 75 charts in color, on such subjects as child population, housing, infant mortality, child-health services, working mothers, children away from home, babies born out of wedlock, employment of children and youth, and education. Each chart is accompanied by brief supplementary text. Send check or money order for \$1 to the Midcentury White House Conference, Washington 25, D. C.

The conference has had mimeographed a list of educational films. (This listing does not imply endorsement by the conference). All are 16-mm. films; all have sound. Time required and distributor are given for each, as well as a short description of the picture. This list is free.

The conference has added another record (two sides) to the album that we described last month. Besides the excerpts from the major speeches, the album now includes a 27-minute documentary program, which gives a running account of events at the conference from the opening day to the debate by the delegates on the conference recommendations. The set includes seven 16-inch double-faced records, 33 1-3 rpm. They can be played on any standard playback equipment, but not on the ordinary home record player. Price \$10. Pay in advance or on delivery. Write to the Midcentury White House Conference on Children and Youth, Washington, 25, D. C.

The conference proceedings are expected to come from the press in April. The complete fact-finding report, however, will not be published until fall.

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